

Lesson 1/6

**To refine power,
sharpness, and control.**

EDSTART KNOW

- I can describe what makes a movement sharp and powerful.
- I can explain why balance and core strength are important in performance.
- I can identify features of controlled Haka movement.

EDSTART GO

- I can perform movements with full extension and clear shape.
- I can control my body when stopping, starting and changing direction.
- I can maintain balance during powerful actions.

EDSTART SHOW

- I can perform sharp, powerful movements with confidence.
- I can stay balanced and stable throughout a sequence.
- I can work accurately with a partner or group.

Recap: To refine power, sharpness, and control.

Lesson 2/6

**To lead and
follow confidently
using commands.**

EDSTART KNOW

- I can explain the role of a leader and a follower in performance.
- I can describe what makes a command clear and effective.
- I can recognise how timing links leadership and teamwork.

EDSTART GO

- I can use clear verbal and physical cues as a leader.
- I can react quickly and accurately as a follower.
- I can adjust my timing to stay with the group.

EDSTART SHOW

- I can lead a short sequence with confidence.
- I can follow commands instantly and accurately.
- I can keep rhythm and timing consistent in a group.

Recap: To lead and follow confidently using commands.

Lesson 3/6

To explore unison and canon in Haka sequences.

EDSTART KNOW

- I can explain the difference between unison and canon.
- I can describe how unison and canon change the look of a routine.
- I can identify where unison or canon would be effective in a sequence.

EDSTART GO

- I can perform movements in unison with others.
- I can begin actions at different times to create canon.
- I can switch between unison and canon smoothly.

EDSTART SHOW

- I can perform actions simultaneously in unison.
- I can use canon effectively within a routine.
- I can transition smoothly between unison and canon.

Recap: To explore unison and canon in Haka sequences.

Lesson 4/6

To create a polished group Haka.

EDSTART KNOW

- I can explain why structure is important in a group routine.
- I can describe how formations improve visual impact.
- I can identify features of a polished performance.

EDSTART GO

- I can help plan the order of movements in a routine.
- I can move confidently within group formations.
- I can rehearse with focus to refine timing and accuracy.

EDSTART SHOW

- I can create a routine with structure and purpose.
- I can use formations effectively for impact.
- I can work collaboratively for accuracy and timing.

Recap: To create a polished group Haka.

Lesson 5/6

To apply expression, intent, and emotion.

EDSTART KNOW

- **I can explain how expression adds meaning to performance.**
- **I can describe what intent means in a Haka.**
- **I can recognise how emotion changes the impact of movement.**

EDSTART GO

- **I can use facial expression confidently during performance.**
- **I can show intent through posture and gesture.**
- **I can maintain emotional intensity throughout a routine.**

EDSTART SHOW

- **I can use facial expressions and gestures confidently.**
- **I can maintain intensity throughout the routine.**
- **I can perform with clear meaning and purpose.**

Recap: To apply expression, intent, and emotion.

Lesson 6/6

To perform and compare routines.

EDSTART KNOW

- **I can explain how to give respectful performance feedback.**
- **I can identify strengths and areas for improvement in routines.**
- **I can recognise what makes an effective group performance.**

EDSTART GO

- **I can perform confidently in front of an audience.**
- **I can observe and evaluate another group's routine.**
- **I can apply feedback to improve my own performance.**

EDSTART SHOW

- **I can perform confidently to an audience.**
- **I can evaluate my own and others' performances respectfully.**
- **I can show teamwork, timing and expression clearly.**